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ABSTRACT

The report describes a project to design, implement, and evaluate a Florida training program to improve the effectiveness of vocational educators who work with disadvantaged youth and adults. The major objectives were to increase vocational educators': (1) understanding of the needs and nature of various disadvantaged populations; (2) awareness of school and community resources; (3) ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons; and (4) ability to evaluate the effectiveness of their efforts in serving the disadvantaged. Evaluation of the project was made in terms of objectives achieved as indicated by participant responses to a followup questionnaire. The report includes evaluation results by objective; listings of the training institute's teaching staff, participants, and consultants; and information about the program. Forty-five pages of the document consist of appendixes containing project correspondence, program agendas, and a sample evaluation instrument. (Author/NJ)

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ED124755

FINAL REPORT

TRAINING PROGRAM TO IMPROVE VOCATIONAL EDUCATORS' EFFECTIVENESS IN WORKING WITH DISADVANTAGED PERSONS

March, 1971 to June, 1972

DEPARTMENT OF INDUSTRIAL EDUCATION
SCHOOL OF TECHNOLOGY
FLORIDA A. & M. UNIVERSITY
TALLAHASSEE, FLORIDA

IN COOPERATION WITH
FLORIDA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

February, 1973

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NATIONAL INSTITUTE OF EDUCATION

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The funding of this project was made possible by grants received from the Division of Vocational, Technical, and Adult Education, Florida State Department of Education and the United States Office of Education, Department of Health, Education, and Welfare.

This institute required and received the support and assistance of many people. These people, in various occupational categories, made significant contributions to the success of the institute.

A debt of gratitude is due to each of the consultants who took time out from their very busy schedules to assist our workshop efforts. The body of this report identifies the consultants and their respective roles.

Additionally, to all of the institute training staff whose names and positions are also listed in the body of this report, a special word of thanks is added for their assistance. A debt of gratitude is also due to Mrs. Gwendolyn Crawley Foster who handled all of the typing chores associated with this report.

T. A. Jackson, Director
H. C. Beacham, Co-Director

February, 1973

This report was prepared pursuant to grants to Florida A. and M. University by the Florida State Department of Education, Division of Vocational, Technical, and Adult Education and the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of views or opinious do not, therefore, necessarily represent official Florida State Department of Education or U. S. Office of Education position or policy.

PREPARING VOCATIONAL EDUCATORS TO WORK MORE EFFECTIVELY WITH DISADVANTAGED PERSONS

INTRODUCTION

In recent years there have been increased state and national efforts to provide programs of vocational-technical education for youth and adults who:

1. Are enrolled in secondary schools.
2. Are enrolled in post-secondary schools.
3. Have completed or left formal education programs and are available for employment.
4. Have entered the labor market but need to upgrade their skills or learn new ones.
5. Have special educational needs related to a disadvantaged or handicapping condition.

The ultimate purpose of occupational education is to prepare persons for successful employment in a dynamic and constantly changing world of work. Vocational educators are successful in achieving this purpose if the process of their organization results in a useful product, namely, people who are competent workers.

Opportunities for occupational success for the disadvantaged are improved through programs that are realistically planned from data concerning actual and projected labor market needs, student interests, aspirations, abilities and needs. However, realistic programs alone will not produce desired student behaviors. Programs must be conducted by teachers professionally prepared to work with students having

special needs--the disadvantaged and handicapped. In addition to being technically trained in his chosen occupational field, the educator must be professionally competent in working with disadvantaged youth. Few teachers have adequately developed skills in both areas. The experiences provided in this institute described a program for in-service development to help teachers in meeting the vocational education needs of disadvantaged youth and adults.

FACTORS CONTRIBUTING TO THE NEED FOR THE PROJECT

Several factors contribute to the need for in-service development of vocational educators who work with disadvantaged youth and adults. The following description of more pertinent factors will emphasize the severity of the situation.

One contributing factor is an increasing number of economically deprived families in the State. In 1968, 431,700 of the 1.9 million families in Florida subsisted on incomes of less than $3,000 per annum and 57,000 families received welfare assistance as an only source of income. Projections for 1974 indicate that more than 558,000 Florida families will have income of less than $3,000 per annum. These figures suggest that there will be an increasing number of families suffering economic deprivation, a characteristic which is associated with physical, emotional, cultural, social and academic deficiencies of youth and adults.

Requests by local educational agencies for Title I, ESEA, funding

support indicated that in 1968, 222,364 secondary school students, approximately one-sixth of all students in Florida, had physical, emotional, cultural, academic, and socio-economic needs which prevented them from achieving in regular education programs, including vocational education programs. These youths, from economically deprived families, require special vocational education programs designed to correct existing deficiencies if they are to become self-supporting and contributing citizens. A second factor is that labor market needs for skilled workers are not being met while unskilled workers cannot find employment. In 1968, the total labor force was 2,500,600 of which an average of 69,400 were unemployed. Projected data from the Florida Department of Commerce indicate that there will be a demand for an additional 1,023,500 non-professional workers for growth and expansion by 1874. A relatively untapped source of workers can be added to meet labor market demands for skilled and semi-skilled employees if youths and adults having special vocational education needs can be provided occupational training through a specifically designed programs taught by vocational teachers adequately prepared to work with disadvantaged persons.

The third factor contributing to the need for in-service teacher education is an increased demand for vocational education program specifically designed to serve persons with special needs. A special needs vocational education program is structured to serve disadvantaged and handicapped persons who are unable to succeed in regular vocational education programs because of social or economic deprivation, or

physical or mental handicaps which seriously retard educational progress. In 1968, local educational agencies identified 112 persons who were teaching 5,250 vocational students enrolled in special needs classes. These classes represented service to 1.2 percent of the total secondary school enrollment (grades 9-12), but did not account for disadvantaged students enrolled in regular vocational education programs. In 1969, a total of 265 full-time and part-time teachers taught 11,171 students in special needs vocational education classes. Projections in the Florida State Plan for Vocational Education indicate a demand for 345 special needs teachers in 1974-75. This is ultra conservative as demonstrated by the one-year growth in enrollments in special classes for the disadvantaged. The demand for teachers of special needs classes will be much greater than originally projected, adding to the urgency of providing needed training and retraining for these persons.

Major funding sources available for vocational education in-service staff development programs are the Minimum Foundation Program's Educational Improvement Expense (EIE) component enacted by the Florida Legislature in 1968 and the Vocational Education Amendments of 1968 enacted by the U.S. Congress. Through these programs, limited financial resources have been allocated to improve the competencies of vocational education teachers. Even more limited resources have been allotted for vocational education teachers of disadvantaged students.

A review of annual reports from in-service EIE programs of local educational agencies indicated that staff development activities were

designed to improve instruction in basic communication and mathematical skills, the humanities, and similar liberal arts. Little emphasis was placed upon the development of specific knowledge and techniques needed by vocational educators to teach skills and related occupational competencies to disadvantaged students. Master plans for in-service staff development through EIE support, to be implemented by school districts in ensuing years, identify few programs specifically designed to serve vocational education teachers of disadvantaged students.

Summer workships, supported jointly by the State Minimum Foundation Program and federal vocational education funds, have provided few short-term activities designed to assist the vocational education teacher of the disadvantaged. Generally, these workshops have been designed to develop curriculum materials.

With increasing numbers of students from economically deprived homes, increasing labor market demands for skilled and semi-skilled workers, increasing numbers of new vocational educators being trained in the State, an overwhelming need has developed for professionally trained vocational educators to work with disadvantaged people. In summary, few vocational educators are being prepared through pre-service or in-service programs to teach skills and related occupational competencies to disadvantaged youth and adults.

Currently, vocational education personnel employed to work with youth and adults having special vocational education needs have not received formal professional preparation for this assignment. The teachers have, however, unique abilities, high motivation to work with

the disadvantaged youth and adults, and a commitment to this area of specialized education. There is an urgent need for in-service staff training programs to develop competencies necessary for teachers to plan and manage realistic programs of vocational education for disadvantaged students.

Priority must be assigned to the task of preparing vocational educators through in-service development programs to work with youth and adults having special vocational education needs.

MAJOR OBJECTIVES

The overall objective of the program was to design, implement, and evaluate a training program to improve the effectiveness of vocational educators who work with disadvantaged youth and adults. Local vocational education personnel were trained in the Summer to serve as leaders, and to conduct programs in local school districts during the following year. More specifically the overall program was designed to:

1. Increase vocational educators' understanding of the needs and nature of various disadvantaged populations,
2. Increase vocational educators' awareness of various school and community resources which can assist disadvantaged persons,
3. Increase vocational educators' ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons,
4. Assist vocational educators to evaluate the effectiveness of their efforts in serving the disadvantaged.

PROCEDURES

The procedures for attaining the specific objectives included three phases:

Phase I: (March, 1971 - June, 1971 - 3 Months)
Planning the training program, selecting participants, developing curriculum, securing consultants and other personnel, and making necessary arrangements.

Phase II: (June - July 1971 - 4 Weeks)
Florida A. & M. University--Intensive Training Program

The training program was held at Florida Agricultural and Mechanical University, located in Tallahassee, during a four-week period beginning on June 13, 1971, and extending through July 9, 1971.

Specifically the four-week training program was designed to provide participants with knowledge, understanding, and skills to:

1. Identify hard core disadvantaged persons through increased knowledge and understanding of characteristics of persons who have special academic, physical, emotional and social needs.

2. List and choose occupational opportunities for disadvantaged persons using available assistance from public and private agencies and institutions: i.e., state and local offices of employment services, vocational rehabilitation, and health and family services.

3. Develop and state in performance terms, unique objectives needed by vocational education teachers of programs which prepare disadvantaged persons for employment.

4. Describe and use basic principles of learning, human growth and development patterns, sociological and psychological methods pertinent to developing performance standards and selecting learning experiences for disadvantaged persons.

5. Utilize fundamental principles of organizational structure to insure proper integration and sequence of learning experiences with all aspects of school curriculum.

6. Plan and use a system of evaluation that will include collecting, analyzing, and interpreting data and other objective information useful to the vocational educator in making inferences concerning program effectiveness.

7. Organize and conduct courses or programs to prepare disadvantaged persons to work more effectively, using skills, competencies and understandings developed in the training program.

8. Organize and conduct similar training programs for other vocational educators working with disadvantaged persons, using insights and skills developed in the training program.

9. Supervise and follow up program activities of teachers completing local training programs.

Phase III: (August, 1971 - June, 1972 -- 11 Months)
During this period of time, the institute participants were to implement some programs or services utilizing the skills, competencies and understandings developed during the intensive training session. Follow-up visits by the institute instructional personnel were made for evaluation purposes and for rendering the final report.

Overall evaluation of program effectiveness was the responsibility of the project director and co-director, and included:

1. Designing an evaluative procedure for the training program.

2. Developing instruments needed to gather pertinent information during the three phases.

3. Collecting data and other information related to achievement of training program and in-service pilot project objectives.

4. Compiling, analyzing and interpreting data.

5. Making judgements about project effectiveness as it relates specifically to:

   (a) Stated participant objectives.

   (b) Processes for accomplishing objectives.

   (c) Improvement of vocational education programs for disadvantaged students.

   (d) Improvement competencies of other vocational educators who work with disadvantaged persons.

Dissemination of the final report was the responsibility of the project director and co-director in cooperation with the Division of Vocational, Technical and Adult Education, State Department of Education.

INSTITUTE TRAINING STAFF AND CONSULTANTS

The training program staff and consultants utilized were persons who, because of their training, experience, or both, were knowledgeable about:

1. Employment opportunities for disadvantaged or handicapped persons.
2. The vocational needs of disadvantaged persons.
3. The educational needs of poor and disadvantaged persons.
4. Psychological and sociological factors associated with other problems and needs of the disadvantaged.
5. Instructional strategies and technics which may be used effectively with disadvantaged persons.
6. Techniques in evaluating special needs vocational education programs.

A list of the training program staff appears on page 11 , the institute consultant on page 12.

INSTITUTE STAFF

Dr. T. A. Jackson, Dean.....Director
School of Technology
Florida A. & M. University

Dr. S. R. Russell Chairman*.....Co-Director
Department of Industrial Education
Florida A. & M. University

Dr. H. C. Beacham, Chairman.....Co-Director
Department of Industrial Education
Florida A. & M. University

Dr. F. R. Irvine, Jr., Teacher Educator.....Assistant
Department of Industrial Education
Florida A. & M. University

Mr. W. G. Gaiter, Teacher Educator.....Assistant
Department of Industrial Education
Florida A. & M. University

Mr. W. H. Cotton, Teacher Educator.....Assistant
Department of Industrial Education
Florida A. & M. University

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*Transferred to the University of North Florida - Jacksonville before the institute was completed.

INSTITUTE CONSULTANTS

Dr. A. A. Abrahan, Director
Test Service Bureau
Florida A. & M. University
Tallahassee, Florida

Dr. Joseph Awkard, Head
Department of Psychology
Florida A. & M. University
Tallahassee, Florida

Mr. Nelson E. Bennett, Project Director
Multi-Occupational Cooperative
Work-Study Project
Florida A. & M. University
Tallahassee, Florida

Mr. John W. Boardley, Director
Cooperative Education
Florida A. & M. University
Tallahassee, Florida

Mr. Arthur J. Collier, Jr., Consultant
Migrant Education
State Department of Education
Tallahassee, Florida

Mr. James Davis, State Consultant
Work Experience Programs
State Department of Education
Tallahassee, Florida

Dr. Edward Eikman
The Division of Vocational
Technical and Adult Education
State Department of Education
Tallahassee, Florida

Mr. Robert Smith, Professor
Department of Sociology
Florida A. & M. University
Tallahassee, Florida

INSTITUTE PARTICIPANTS

The place of employment and the positions held by the institute participants are shown on pages 14 and 15 respectively.

There were nineteen participants in the training program, sixteen males and three females. Seventeen of the participants were blacks, two were whites.

The places of employment of the participants were widely dispersed over the state of Florida. The grade levels of the schools in which they taught ranged from 7th and 8th (middle school) through 13th and 14th (junior college). For four of them, their places of employment had changed since they had participated in the summer experiences of the institute. One of the four had relocated outside the state of Florida to Lansing, Michigan. Another participant had relocated prior to the summer training program but was new in his junior high school and community after training.

The employment positions held by the institute participants, at the time of the follow-up evaluation, are indicated on page 15 . Most (15) of them were teachers. Additionally, there were three counselors and one coordinator.

INSTITUTE PARTICIPANTS

Mr. Raymond Baker
Florida A&M University High
Tallahassee, Florida

Mrs. Tamer Britton
Englewood High
Jacksonville, Florida

Mr. Earnest Burnside*
Godby High
Tallahassee, Florida

Mr. Marvin Dorsey
Melbourne High
Melbourne, Florida

Mrs. Archie Engram
Fairview Middle School
Tallahassee, Florida

Mr. Tommie Green
Ponce de Leon Junior High
Coral Gables, Florida

Mr. Dan Hargrove
Fletcher Senior High
Jacksonville, Florida

Mr. Edward Hill
Greenville Middle School
Greenville, Florida

Mr. Jimmie Horne
North Technical Education Center
West Palm Beach, Florida

Mr. Austin Johnson
Lake City Technical Junior College
Lake City, Florida

Mr. Amos Lewis
Lake Alfred Jr. High
Lake Alfred, Florida

Mr. John Lightfoot*
Oak Grove Jr. High
Tampa, Florida

Mr. James Mosley*
Mathew W. Gilbert Jr. High
Jacksonville, Florida

Mrs. Melinda Revell
Rickards High
Tallahassee, Florida

Mr. Willie Stephen
Brooksville High
Brooksville, Florida

Mr. Clarence Walker
Hernando High
Brooksville, Florida

Mr. Nathaniel Washington
Melbourne High
Melbourne, Florida

Mr. James Williams
William M. Raines Senior High
Jacksonville, Florida

Mr. William Wyche*
Rickard High
Tallahassee, Florida

*Relocated since institute experiences

POSITIONS HELD BY PARTICIPANTS

POSITION	SUBJECT AREA
Coordinator	Work Experience Program
Counselor	General
Counselor	General
Counselor	Vocational
Teacher	Carpentry & Cabinet-Making
Teacher	Industrial Arts (General Shop)
Teacher	Auto Mechanics
Teacher	Industrial Arts (Woodwork)
Teacher	Home Economics
Teacher	Brick Mason
Teacher	Industrail Arts (Woodwork)
Teacher	Industrial Arts (General Shop)
Teacher	Vocational Agriculture
Teacher	Industrial Arts (crafts)
Teacher	Industrial Arts (Drafting, Crafts)
Teacher	Industrial Arts (Gen. Shop, Drafting)
Teacher	Home Economics
Teacher	Industrial Arts (General Shop)
Teacher	Auto Mechanics

INSTITUTE PROGRAM

JUNE 13 - JULY 9, 1971

JUNE	13	Housing and Boarding Accommodations
	14	Orientation Session
JUNE	16	Identifying the Disadvantaged
	17	General Characteristics of the Disadvantaged
	18	"Disadvantagement"
	21	Resources to Assist Disadvantaged Persons: Federal, State, School and Community
	22	Resources to Assist Disadvantaged Persons: Federal, State, School and Community
	23	(A.M.) Observation* (P.M.) Educational Problems of the Disadvantaged
	24	(A.M.) Observation* (P.M.) Strategies for Teaching Disadvantaged Youths
	25	(A.M.) Observation* (P.M.) Strategies for Teaching Disadvantaged Adults
	28	(A.M.) Observation* (P.M.) Developing Educational Materials and Software
	29	(A.M.) Observation* (P.M.) Developing Educational Materials and Software
	30	(A.M.) Observation* (P.M.) Developing Educational Materials and Software
JULY	1	(A.M.) Observation* (P.M.) Utilizing Educational Hardware
	2	(A.M.) Observation* (P.M.) Urilizing Educational Hardware

*Observation of the FAMU Multi-Occupational Cooperative Work-Study Training Program.

INSTITUTE PROGRAM

JULY	5	Evaluating the Effectiveness of Programs and Efforts to Serve the Disadvantaged
	6	Evaluating the Effectiveness of Programs and Efforts to Serve the Disadvantaged
	7	Evaluating the Effectiveness of Programs and Efforts to Serve the Disadvantaged
	8	General Discussions
	9	(A.M.) Summary and Evaluations (P.M.) Awarding Certificates to Participants

MULTI-OCCUPATIONAL COOPERATIVE WORK-STUDY PROJECT
FLORIDA A. AND M. UNIVERSITY
TALLAHASSEE, FLORIDA 32307

June 23, 24, 25, and 28, 1971

GROUP A

SUGGESTED OBSERVATION SCHEDULE

I.	Sales	
	Vocational	1:00- 3:00 p.m.
	Counseling	10:00-11:00 a.m.
	Basic Education	9:00-10:00 a.m.
II.	Clerical	
	Vocational	9:00-11:00 a.m.
	Basic Education	3:00- 4:00 p.m.
	Counseling	11:00-12:00 noon
III.	Auto Mechanics	
	Vocational	1:00- 3:00 p.m.
	Basic Education	9:00-10:00 a.m.
	Counseling	10:00-11:00 a.m.
IV.	Electrical	
	Vocational	9:00-11:00 a.m.
	Basic Education	1:00- 3:00 p.m.
	Counseling	3:00- 4:00 p.m.

GROUP A

DAILY OBSERVATION SCHEDULE -- JUNE 23, 24, 25, 28

	SECTION I	SECTION II	SECTION III	SECTION IV
NAME	Raymond Baker Ernest Burnside	(Mrs.) A.B. Engram Marvin B. Dorsey	Dan H. Hargrove Edward Hill John Lightfoot	Tommie Green Jimmie Horne Amos Lewis
WEDNESDAY	SALES	CLERICAL	AUTO MECHANICS	ELECTRICAL APPLIANCE
THURSDAY	CLERICAL	AUTO MECHANICS	ELECTRICAL APPLIANCE	SALES
FRIDAY	AUTO MECHANICS	ELECTRICAL APPLIANCE	SALES	CLERICAL
MONDAY	ELECTRICAL APPLIANCE	SALES	CLERICAL	AUTO MECHANICS

MULTI-OCCUPATIONAL COOPERATIVE WORK-STUDY PROJECT
FLORIDA A. AND M. UNIVERSITY
TALLAHASSEE, FLORIDA 32307

June 29, 30, and July 1, 2, 1971

GROUP B

SUGGESTED OBSERVATION SCHEDULE

I.	Sales	
	Vocational	1:00- 3:00 p.m.
	Basic Education	9:00-10:00 a.m.
	Counseling	10:00-11:00 a.m.
II.	Clerical	
	Vocational	9:00-11:00 p.m.
	Basic Education	3:00- 4:00 p.m.
	Counseling	11:00-12:00 noon
III.	Auto Mechanics	
	Vocational	1:00- 3:00 p.m.
	Basic Education	9:00-10:00 a.m.
	Counseling	10:00-11:00 a.m.
IV.	Electrical	
	Vocational	9:00-11:00 a.m.
	Basic Education	1:00- 3:00 a.m.
	Counseling	3:00- 4:00 p.m.

GROUP B

DAILY OBSERVATION SCHEDULE -- JUNE 29, 30; JULY 1, 2

	SECTION I	SECTION II	SECTION III	SECTION IV
NAME	James Mosley (Mrs.) Melinda Revell	Willie Stephens Clarence Walker	Austin Johnson Nathaniel Washirgton James Williams	(Mrs.) Tamer Britton William Wyche
TUESDAY	SALES	CLERICAL	AUTO MECHANICS	ELECTRICAL APPLIANCE
WEDNESDAY	CLERICAL	AUTO MECHANICS	ELECTRICAL APPLIANCE	SALES
THURSDAY	AUTO MECHANICS	ELECTRICAL APPLIANCE	SALES	CLERICAL
FRIDAY	ELECTRICAL APPLIANCE	SALES	CLERICAL	AUTO MECHANICS

MULTI-OCCUPATIONAL COOPERATIVE WORK-STUDY PROJECT
FLORIDA A. AND M. UNIVERSITY
TALLAHASSEE, FLORIDA 32301

BASIC EDUCATION

SUGGESTED OBSERVATION SCHEDULE

Sales and Auto Mechanics

No. of Observers - 4

Time of Observation - 9:00 a.m. to 9:50 a.m.

Observation in Basic Education has been scheduled from 9:00 a.m. to 10:00 a.m. for Sales and Auto Mechanics. Since the Auto Mechanics have to change into their uniforms for their Vocational Area, they are excused at 9:50 a.m., therefore the Observers will only spend 15 minutes in each clinic and 20 minutes in the last clinic observing. Observers will be in each clinic in this order. How the Observers will rotate is shown at the end of the second page.

CLINICS

TIME	SPEECH AND GRAMMAR	READING	MATHEMATICS
A.M. 9:00 - 9:15	2 Observers	1 Observer	1 Observer
9:15 - 9:30	1 Observer	2 Observers	1 Observer
9:30 - 9:50	1 Observer	1 Observer	2 Observers

Basic Education Schedule

Page 2

Electrical

No. of Observers - 2

Time of Observation - 1:00 p.m. to 2:45 p.m.

Dismissal of Class 2:50 p.m.

CLINICS

TIME	SPEECH AND GRAMMAR	READING	MATHEMATICS
P.M. 1:00 - 1:35	1 Observer	1 Observer	None
1:35 - 2:10	None	1 Observer	1 Observer
2:10 - 2:45	1 Observer	None	1 Observer

Clerical

No. of Observers - 2

Time of Observation - 3:00 to 4:00 p.m. (20 minutes in each clinic)

CLINICS

TIME	SPEECH AND GRAMMAR	READING	MATHEMATICS
P.M. 3:00 - 3:20	1 Observer	1 Observer	None
3:20 - 4:00	None	1 Observer	1 Observer

ROTATION SCHEDULE

Observer (s) in Speech and Grammar will leave and go to the reading clinic. Observer (s) in the reading clinic will leave and go to the Mathematics clinic. Observer (s) in the Mathematics clinic will leave Mathematics and go to the sppech and grammar clinic.

EVALUATION PHASE

Some of the initially planned follow-up visitations by the institute training staff were unavoidably omitted. This occurred because of two main reasons: (1) the then Project Co-Director (Chairman, Department of Industrial Education) transferred to the new University of North Florida-Jacksonville and (2) the new Project Co-Director (newly appointed Department Chairman) was very often preoccupied learning his new responsibilities, conducting an on-going summer school program, and preparing for an up-coming visitation by a team from the National Council for the Accreditation of Teacher Education.

Activities for making an overall evaluation of the institute program began prior to the termination of the summer intensive training session in August of 1971. Each institute participant took an active part in the development of the initial instrument for gathering pertinent information about the effectiveness of the program. Most of the items utilized in the evaluation instrument were initially written by the institute participants.

The instrument for evaluation was designed, tried out, modified as dictated by needs, and then reproduced in sufficient quantities to be utilized by the evaluation team.

Members of the evaluation team had several training sessions prior to conducting the follow-up visitations. The four team members spent several days interviewing and observing the institute participants. The data collected were compiled, summarized and are presented with appropriate explanations on the pages which follow.

UNDERSTANDING THE NEEDS AND NATURE OF THE DISADVANTAGED

One of the major objectives of the training program specified that it would increase vocational educators' understanding of the needs and nature of various disadvantaged persons. In order to asses the extent to which this objective was accomplished, each institute participant was asked the following fifteen questions which appear on the following page. The data appearing in the response columns were summarized. The question mark column indicates the responses of those participants who could not give definite yes or no answers because they were uncertain about the extent of their familiarity with or knowledge of some of their experiences in the institute.

INSTITUTE EVALUATION

Through participation in the experiences of the Institute:

	?	Yes	No
1. Did you learr to identify groups of disadvantaged persons?		19	
2. Did you develop an understanding of the special needs of the disadvantaged?		19	
3. Did you become award of the great part the environmental background plays in determining specific needs of the disadvantaged?		19	
4. Do you now posses knowledge of the special characteristics of the disadvantaged?		19	
5. Are you now familiar with the physical and psychological motives of the disadvantaged?	2	17	
6. Did you develop a philosophy concerning the disadvantage?		19	
7. Did you develop a philosophy of the disadvantage which was consistent with your school philosophy?	6	13	
8. Are you now familiar with the kinds of job opportunities available to disadvantaged persons?	3	16	
9. Are you familiar with the job needs of disadvantaged persons?	1	17	1
10. Do you feel that you can effectively communicate and establish good rapport with the disadvantaged?	2	16	1
11. Did you develop an understanding of the learning habits of the disadvantaged?	1	17	1
12. Did you become familiar with the special counseling need of the disadvantaged?	2	15	2
13. Did you learn to construct and use teaching aids specifically design for the disadvantaged?	3	16	
14. Did you become familiar with techniques used to motivate disadvantaged students?	1	17	1
15. Did you become familiar with techniques for preparing disadvantaged	3	16	

UNDERSTANDING THE DEVELOPMENT OF THE DISADVANTAGED

A second major objective of the institute stated that the program would increase vocational educators' ability to evaluate the personal, social, and vocational development of disadvantaged persons. In order to evaluate the effectiveness of the experiences provided to accomplish this objective, each institute participant was asked the following eighteen questions which appear on the pages which follows. The data reported in the response columns were summarized. The question mark column indicates uncertain responses.

INSTITUTE EVALUATION

Through participation in the experiences of the Institute:

	?	Yes	No
1. Do you feel that you have gained a better understanding of the performance standards for the disadvantaged?		17	
2. Did you become familiar with the purpose of the evaluation process?	1	18	
3. Were you shown any model for evaluation?	3	15	
4. Are you now familiar with a acceptable criteria for measuring the disadvantaged?	3	16	
5. Did you see or participate in the construction of courses for the disadvantaged?	1	16	2
6. Did you observe classes in basic education for the disadvantaged?		19	
7. Did you observe a skill being developed in an organized situation?		19	
8. Could you relate the basic education to the job skills that were taught?	1	18	
9. Do you now understand how significant a teacher's attitude is in teaching the disadvantaged?	1	18	
10. Do you feel that you can now select proper learning experiences for the disadvantaged?		19	
11. Did you see any health provisions for the disadvantaged?		17	2
12. Do you have understanding of the value of pre-planning?		19	
13. Did you receive enough information to carry out the pre-planning stage?	2	16	1
14. Are you now familiar with the following: employment, curriculum, methodology, and development of the disadvantaged?	3	15	1
15. Did you become aware of methods by which you can survey employment needs in a community?	3	15	1

	?	Yes	No
16. Do you feel that you can organize and assist teachers of disadvantaged persons in your school community?	3	16	
17. Do you understand how to inform important publics in your community about the progress of programs and services you might provide?	6	13	
18. Do you know how to develop and conduct a follow-up program?	7	12	

RESOURCES FOR ASSISTING THE DISADVANTAGED

The third major institute objective specified that the program would increase the vocational educators' awareness of various school and community resources which can assist disadvantaged persons. In this connection, the participants were asked, during the evaluation phase, "What local school and community resources have you identified that can be used to assist disadvantaged persons?"

The resources identified by the institute participants are listed in the following table. Their responses are listed in order according to the highest to lowest frequency reported for each identified resource.

A total of forty-eight resources were identified and listed by the institute participants. These included a variety of public, private, and governmental agencies available to provide some form of public assistance to disadvantaged youth and adults. Several resource persons with special training and competencies were also included.

RESOURCES FOR ASSISTING THE DISADVANTAGED

RESOURCES	FREQUENCY
Division of Family Services	15
Adult Education Program & Classes	13
Urban League Programs	12
OEO Programs	12
Work Study Programs	12
Work Experience Program	11
Florida State Employment Service	11
Head Start	10
Manpower Training Programs	10
Neighborhood Youth Corp	9
DCT Programs	9
Special Education	8
Community Outreach Programs	7
Project Upward Bound	6
Title I Programs	6
Social Worker	6
Vocational Rehabilitation	5
Organized Labor (Unions)	5
Churches	5
Visiting Teachers	4
FAMU Multi-Occ Coop Work-Study Project	4

RESOURCES FOR ASSISTING THE DISADVANTAGED

RESOURCES	FREQUENCY
Community Action Council	4
Local Building Contractors	3
School Health Programs	3
Special Clubs	3
Parent-Teacher Associations	3
Reading Specialists	3
Psychometrists	3
Special Assistance Programs for Migrants	2
Concerned Citizens	2
Horizons Unlimited	2
Businessmen Leagues	2
Chamber of Commerce	2
Local Gasoline Retailers Associations	2
Lively Vocational-Technical School	2
City Recreation Department	2
Local Health Clinic	1
Public Library	1
Opa Locka Youth Service	1
Boys Town	1
Teen Clean	1
Southwest Water Management District	1

RESOURCES	FREQUENCY
Cattle Feeding Division Lykes Bros., Inc.....	1
North Dade Community School.....	1
Local Automobile Dealers Association.....	1
The Pierce (Federal Funded) Project.....	1
School Psychologist.....	1
Mathematics Specialist.....	1

HOW RESOURCES WERE UTILIZED BY PARTICIPANTS

In response to the question, "How have these resources been utilized in your program or services?, "the respondents listed twenty different replies. These listings are presented on the following page. While a few of the institute participants listed one or two uses, most of them listed several (three or more) uses. Three persons reported the category, "not used" because they had relocated to new schools and communities and were still seeking to become familiar with the resources available. The three most frequently listed uses included: (1) Assistance with Employment, (2) Utilization of Teaching Aids, and (3) Referrals Services.

HOW IDENTIFIED RESOURCES HAVE BEEN UTILIZED

1. Assisting with youth employment
2. Development and utilization of aids to teaching
3. Referral Services (Food, Dental and Health Care, Psychological)
4. Assistance with remedial learning skills
5. On-the-job training (OJT)
6. School program participants (speakers, consultants, etc.)
7. Discussions with school specialists and teachers
8. Providing recreational activities
9. Assistance in locating students away from home
10. Assistance in making planned over all objectives
11. Research sources
12. Supportive services for student activities
13. Medium of exchange and dissemination of information
14. Field trips
15. Advisory Committee
16. Planning a Handbook of Community Resources for Teachers
17. Not used (because of relocation)

PROGRAM IMPLEMENTATION

Another objective of the institute specified that the program would assist vocational educators to evaluate the effectiveness of their efforts in serving the disadvantaged. In order to make additional assessment of their post-training efforts, the evaluators sought, from each participant, answers to the following question: What evidence shows that the institute participant is implementing, in the school area, programs or services designed to improved the effectiveness of vocational educators who work with disadvantaged youth and adults?

Listed on page , but in no hierarchial order, are some descriptions of the evidence that the institute participants were implementing some services designed to improve the effectiveness of vocational educators and others who work with disadvantaged youth and adults.

A variety of activities had been initiated by the participants after post-institute training. Evidence of the most common of these activities included the widespread use of some kind of teaching aid developed by the participants (item 5). The next four most commonly implemented services included: (1) the identification and cataloging of school and community resources, (2) evidence of referral services, (3) records of assisting students with job placement, and (4) evidence of the institute participants working closely and making frequent contacts with basic teachers and specialists.

Only a few of the institute participants presented evidence that they had been able to implement some program or services aimed at the total school faculty (faculty meetings or workshops). Only the two Melbourne School participants provided evidence of their success in implementing a

full-blown program--a faculty workshop and a pilot program.

Many of the institute participants reported not having enough time to carry out their plans because they were still overburdened with their regularly assigned on-going duties. Several had implemented no services because they had been previously relocated in their places of employment. Another participant who had implemented no program or services gave these reasons: (1) this was his first time in the community and (2) this was the first year his (junior high) school has included an industrial arts program.

PROGRAMS OR SERVICES IMPLEMENTED

1. Inservice faculty workshops on teaching the disadvantaged
2. Identification and cataloging of resources
3. Pilot Program
4. File records of student placements on jobs
5. Widespread use of aids for teaching the disadvantaged
6. Evidence of referral services
7. Evidence of field trips
8. Evidence of utilizing outside consultants or speakers
9. Literature on hand from community resources
10. Preparation and dissemination of literature about the disadvantaged
11. Integrating information about disadvantaged persons into cooperative Education and Work Study Programs
12. Outline of plans to establish a school resource center for teachers of the disadvantaged
13. Evidence of institute participants working closely with basic teachers and specialists
14. Evidence of participants making more frequent contacts with the administration and guidance personnel.
15. Participation of disadvantaged persons in school faculty and student council meetings
16. Increased participation of disadvantaged persons on planning committees

SUGGESTIONS FOR IMPROVEMENT

In order to make an assessment of the overall effectiveness of the institute and improvements in similar institutes in the future, each participate was asked to offer suggestions that they felt could have improved the services and experiences provided. A list of their suggestions appear the following page. The numbers in parentheses at the extreme right of each suggestion indicate that more than one participant made the suggestion. Where no numbers are in written parentheses, the suggestions were made by one participant only.

Seven participants had no suggestion for changing anything about the institute because they felt that the program and services of the institute were very timely, effective, and needed. They stated that the institute or a similar one should be continued. Several others felt that the experiences provided were very valuable but that more time was needed for studying and synthesizing the experiences.

SUGGESTIONS FOR IMPROVING THE INSTITUTE

1. NONE (7)
2. Extend the length of the summer institute experiences (3)
3. More recruitment for institute participants (2)
4. Improve follow-up services (2)
5. Include more guidance personnel as institute participants
6. Use more diversity in choosing participants.
7. Continue new institutes in the same setting (opportunity for on-the-spot observations of the FAMU Manpower Training Project).
8. Get prior agreement from the School Board so that the experiences gained by the participants will be allowed to be put into practice.
9. Get some school administrators involved in the institute.
10. Extend the credit hours from three to four.
11. Provide some guidelines on funding possibilities for pilot programs.
12. More participation among institute participants.
13. Use one instructor for the entire institute.

APPENDIXES

APPENDIX A

Florida A & M University

VOCATIONAL EDUCATORS AND THE DISADVANTAGED

1971 EPDA INSTITUTE

June 6 through July 2, 1971

APPLICATION FORM

Complete and Mail to:

Dr. T. A. Jackson, Director
EPDA Vocational Education Institute
Box 164, Florida A & M University
Tallahassee, Florida 32307

TYPE OR PRINT ALL DATA

Name ..... Sex ..... Age ..... Marital Status .....

Permanent Mailing Address .....
Number & Street City, State & Zip Code

School Mailing Address .....
Number & Street City, State & Zip Code

Telephone(s): Home ..... Office ..... Ext. ..... AC .....

Present Position and/or Title .....

Give a brief description of your present work .....

.....

.....

Name and Address of Local Newspaper .....

This completed application and a letter of recommendation must be in the Director's Office on or before April 30, 1971. The letter of recommendation should be from your Superintendent, Principal, Vocational Director or Supervisor and should include a commitment to implement the plans developed during the institute as a part of the local district's program for In-Service Training during the 1971-72 school year.

Date ..... Signature .....

APPENDIX B

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Dr. A. A. Abraham, Director
Test Service Bureau
Florida A. and M. University
Campus

Dear Dr. Abraham:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

We have varied our time periods from the periods listed on the program. The participants will be in a workshop from June 21 to June 30. Therefore, if you are able to help us with the Institute, we would appreciate your participation during the period July 1 to July 9. Our daily schedule is 9:00-11 a.m. and 1:00-3:00 p.m.

If you will be available, please let us know when you will be able to participate. You may either write or just call 222-8030, extension 240.

Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Dr. Joseph Awkard, Head
Department of Psychology
Florida A. and M. University
Campus

Dear Dr. Awkard:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

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Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Enc.

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Mr. John W. Boardley, Director
Cooperative Education
Florida A. and M. University
Campus

Dear Mr. Boardley:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

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Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Enc.

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Mr. James A. Davis, Consultant
Work Experience Programs
Department of Education
226 Jefferson Street
Tallahassee, Florida

Dear Mr. Davis:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

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If you will be available, please let us know when you will be able to participate. You may either write or just call 222-8030, extension 240.

Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Enc.

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Mr. William E. Lee, Counselor
Division of Vocational Rehabilitation
Tallahassee District Office
136 South Bronough Street
Tallahassee, Florida

Dear Mr. Lee:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

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If you will be available, please let us know when you will be able to participate. You may either write or just call 222-8030, extension 240.

Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Enc.

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Mr. Robert Smith
Sociology Department
Florida A. and M. University
Campus

Dear Mr. Smith:

I am enclosing a copy of our program for the EPDA Institute which we are offering this summer. Because of your demonstrated expertise in the broad area of knowledge and skills covered by this Institute, we would certainly appreciate your discussing your area of work with our participants. I am sure that they would gain much from your discussion.

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If you will be available, please let us know when you will be able to participate. You may either write or just call extension 240.

Sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER:dcl

Enc.

APPENDIX C

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Dr. A. A. Abraham, Director
Test Service Bureau
Florida A. & M. University
Campus

Dear Dr. Abraham:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

On behalf of the director and co-director of the institute, I sincerely appreciate and thank you for arranging your busy schedule, so that you could share your thoughts with us.

Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Dr. Joseph Awkard, Head
Department of Psychology
Florida A. and M. University
Campus

Dear Dr. Awkard:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

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Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

June 18, 1971

Mr. N. E. Bennett, Director
MDTA Program
Florida A. and M. University
Campus

Dear Mr. Bennett:

This is to express appreciation for the gracious way in which you and your staff agreed to aid us with our EPDA Institute this Summer. I am sure that your efforts will do much to make this a better and more successful institute.

Yours sincerely,

S. E. Russell, Co-Director
EPDA Institute

SER/dcl

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Mr. John W. Boardley, Director
Cooperative Education
Florida A. & M. University
Campus

Dear Mr. Boardley:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

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Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Mr. Arthur J. Collier, Jr.
Consultant
Migrant Education
State of Florida
Department of Education
Tallahassee, Florida 32304

Dear Mr. Collier:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

On behalf of the director and co-director of the Institute, I sincerely appreciate and thank you for arranging your busy schedule, so that you could share your thoughts with us.

Very truly yours,

W. G. Caiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Mr. James A. Davis, Consultant
Work Experience Programs
Department of Education
226 Jefferson Street
Tallahassee, Florida

Dear Mr. Davis:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

On behalf of the director and co-director of the Institute, I sincerely appreciate and thank you for arranging your busy schedule, so that you could share your thoughts with us.

Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Dr. Edward Eikman
The Division of Vocational,
Technical and Adult Education
The Florida State Department
of Education
Tallahassee, Florida

Dear Dr. Eikman:

On behalf of the director and co-director of the EPDA Institute for the Disadvantaged, I wish to extend to you our appreciation and gratitude for participating in our program. Your comments were appropriate and well received.

Please feel free to visit us anytime.

Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Mr. William E. Lee, Counselor
Division of Vocational Rehabilitation
Tallahassee District Office
136 South Bronough Street
Tallahassee, Florida

Dear Mr. Lee:

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On behalf of the director and co-director of the Institute, I sincerely appreciate and thank you for arranging your busy schedule, so that you could share your thoughts with us.

Very truly yours,

W. G. Gaiter

WGG/mt

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

23 July 71

Mr. Robert Smith
Sociology Department
Florida A. & M. University
Campus

Dear Mr. Smith:

Much of the success of the EPDA Institute for the Disadvantaged can be attributed to the important contribution you made which helped us to achieve certain objectives. Comments from the participants have all been complimentary, and I believe that you will agree with me that their questions and the lively discussions they evoked were indicative of their deep interest.

On behalf of the director and co-director of the Institute, I sincerely appreciate and thank you for arranging your busy schedule, so that you could share your thoughts with us.

Very truly yours,

W. G. Gaiter

WGG/mt

APPENDIX D

MULTI-OCCUPATIONAL COOPERATIVE WORK-STUDY PROJECT
FLORIDA A. AND M. UNIVERSITY
TALLAHASSEE, FLORIDA 32307

9:00 A.M. - JUNE 23, 1971

ORIENTATION PROGRAM

VOCATIONAL EDUCATORS AND THE DISADVANTAGED

Mrs. L. R. Oglesby, Presiding

Meditation ..... Mr. R. L. Lindsey

Introduction of Project Director

Overview of Project ..... Mr. Nelson E. Bennett
Project Director

Introduction of Project Staff ..... Project Director

Overviews:

Vocational ..... Mr. U. B. Engram

Counseling ..... Mrs. V. H. Williams

Trainee Government Association ..... Miss Colleen Spencer

Credit Union ..... Mr. E. Mitchell

Basic Education ..... Mrs. M. S. Campbell

Job Development, Placement
and Follow-Up ..... Mrs. L. R. Oglesby

Comments From Former And Present Trainees

Coffee Break

Introduction of EPDA
Institute Participants ..... Dr. S. E. Russell

Distribution of Observation Schedules ..... Mrs. L. R. Oglesby

Question and Answer Period
(Specialty Groups)

Adjournment

APPENDIX E

FLORIDA A. AND M. UNIVERSITY

SCHOOL OF TECHNOLOGY

EPDA INSTITUTE

VOCATIONAL EDUCATORS AND THE DISADVANTAGED

JULY 9, 1971

CULMINATING ACTIVITY
W. G. Gaiter, Presiding

Introduction of Project Director..... W. G. Gaiter

EPDA Institute Objectives..... T. A. Jackson
School of Technology

Participants' Representatives' Remarks:

Marvin B. Dorsey ..... Melbourne, Florida

Mrs. Tamer Britton ..... Jacksonville, Florida

Jimmie H. Horne ..... Riviera Beach, Florida

Mrs. Archie Engram ..... Tallahassee, Florida

THE THIRD PHASE OF THE EPDA INSTITUTE ..... W. G. Gaiter

Question and Answer Period

Cooperative Education and the Disadvantaged ..... John W. Boardley

Awarding of Certificates and Remarks .....

Adjournment

APPENDIX F

Florida Agricultural and Mechanical University

SCHOOL OF TECHNOLOGY

TALLAHASSEE, FLORIDA

This is to certify that

HAS COMPLETED SATISFACTORILY THE REQUIREMENTS FOR A

Certificate of Achievement

IN THE EPDA INSTITUTE: VOCATIONAL EDUCATORS AND THE DISADVANTAGED

JUNE 13, 1971 TO JULY 9, 1971

INSTITUTE DIRECTOR

B. Perry Jr.
PRESIDENT OF THE UNIVERSITY

APPENDIX G

Florida Agricultural and Mechanical University

Tallahassee, Florida

(32307)

SCHOOL OF TECHNOLOGY

April 4, 1972

Dear Participant:

As part of the third phase of our EPDA Institute: Vocational Educators and the Disadvantaged, plans are being made to visit you sometime between April 17 and April 23, 1972. Our visit will be concerned with getting information and evidence to help us evaluate the overall effectiveness of the Institute. You may recall that the major objectives of the program were to:

1. Increase Vocational Educators' understanding of the needs and nature of various disadvantaged populations.

2. Increase Vocational Educators' awareness of various school and community resources which can assist disadvantaged persons.

3. Increase Vocational Educators' ability to evaluate the personal, social, and vocational development of disadvantaged persons.

4. Assist Vocational Educators' to evaluate the effectiveness of their efforts in serving the disadvantaged.

If you find that you will be out-of-town anytime between April 17 and April 28, please let us know so that we will not schedule a visit to you at that time. We look forward to visiting with you very shortly.

Very truly yours,

H. C. Beacham, Chairman
Department of Industrial
Education

HCB/ccd

APPENDIX H

FLORIDA A. and M. UNIVERSITY
SCHOOL OF TECHNOLOGY
DEPARTMENT OF INDUSTRIAL EDUCATION

Tallahassee, Florida
32307

EPDA INSTITUTE EVALUATION INSTRUMENT

INSTITUTE EVALUATION INSTRUMENT

TO THE INSTITUTE PARTICIPANT:

Many of the items you prepared and turned in during the institute training session were incorporated in the development of this evaluation instrument. In order to evaluate the overall effectiveness of the services and experiences provided prior to, during, and after the training session, and to assess the effectiveness of your efforts, your cooperation is solicited.

Please provide the evaluator with whatever information or evidences you have and that are called for on the following pages of this instrument. The information that is obtained will be summarized and used in our final report, a copy of which will be made available to you.

H. C. Beacham, Co-Director
EPDA Institute

FOLLOW-UP EVALUATION

1. The program will increase vocational educators' understanding of the needs and nature of various disadvantaged populations.

EVALUATION

Through participation in the experiences of the Institute:

?	YES	NO	
___	___	___	1. Did you learn to identify groups of disadvantaged persons?
___	___	___	2. Did you develop an understanding of the special needs of the disadvantaged?
___	___	___	3. Did you become aware of the great part the environmental background plays in determining specific needs of the disadvantaged?
___	___	___	4. Do you now possess knowledge of the special characteristics of the disadvantaged?
___	___	___	5. Are you now familiar with the physical and psychological motives of the disadvantaged?
___	___	___	6. Did you develop a philosophy concerning the disadvantaged?
___	___	___	7. Did you develop a philosophy of the disadvantaged which was consistent with your school philosophy?
___	___	___	8. Are you now familiar with the kinds of job opportunities available to disadvantaged persons?
___	___	___	9. Are you familiar with the job needs of disadvantaged persons?
___	___	___	10. Do you feel that you can effectively communicate and establish good rapport with the disadvantaged?
___	___	___	11. Did you develop an understanding of the learning habits of the disadvantaged?
___	___	___	12. Did you become familiar with the special counseling need of the disadvantaged?

FOLLOW-UP EVALUATION

___ ___ ___ 13. Did you learn to construct and use teaching aids specifically design for the disadvantaged?

___ ___ ___ 14. Did you become familiar with techniques used to motivate disadvantaged students?

___ ___ ___ 15. Did you become familiar with techniques for preparing disadvantaged persons for effective work?

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2. The program will increase vocational educators' awareness of various school and community resources which can assist a disadvantaged person.

EVALUATION

What local school and community resources have you identified that can be used to assist disadvantaged persons?

How have these resources been utilized in your program or services?

FOLLOW-UP EVALUATION

3. The program will increase vocational educators' ability to evaluate personal, social, and vocational development of disadvantaged persons.

EVALUATION

Through participation in the experiences of the Institute:

?	YES	NO		
___	___	___	1.	Do you feel that you have gained a better understanding of the performance standards for the disadvantaged?
___	___	___	2.	Did you become familiar with the purpose of the evaluation process?
___	___	___	3.	Were you shown any model for evaluation?
___	___	___	4.	Are you now familiar with an acceptable criteria for measuring the disadvantaged?
___	___	___	5.	Did you see or participate in the construction of courses for the disadvantaged?
___	___	___	6.	Did you observe classes in basic education for the disadvantaged?
___	___	___	7.	Did you observe a skill being developed in an organized situation?
___	___	___	8.	Could you relate the basic education to the job skills that were taught?
___	___	___	9.	Do you now understand how significant a teacher's attitude is in teaching the disadvantaged?
___	___	___	10.	Do you feel that you can now select proper learning experiences for the disadvantaged?
___	___	___	11.	Did you see any health provisions for the disadvantaged?
___	___	___	12.	Do you have understanding of the value of preplanning?

FOLLOW-UP EVALUATION

___ ___ ___ 13. Did you receive enough information to carry out the pre-planning stage?

___ ___ ___ 14. Are you now familiar with the following: employment, curriculum, methodology, and development of the disadvantaged?

___ ___ ___ 15. Did you become aware of methods by which you can survey employment needs in a community?

___ ___ ___ 16. Do you feel that you can organize and assist teachers of disadvantaged persons in your school community?

___ ___ ___ 17. Do you understand how to inform important publics in your community about the progress of programs and services you might provide?

___ ___ ___ 18. Do you know how to develop and conduct a follow-up program?

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4. The program will assist vocational educators to evaluate the effectiveness of their efforts in serving the disadvantaged.

EVALUATION

What evidence shows that the Institute participant is implementing, in the local school area, programs or services designed to improve the effectiveness of vocational educators who work with disadvantaged youth and adults?

FOLLOW-UP EVALUATION

SUGGESTIONS FOR IMPROVING THE INSTITUTE

What suggestions can you offer that you feel could have improved our EPDA Institute services and experiences?

APPENDIX I

THE DISADVANTAGED YOUTH

"Vocational Educators and the Disadvantaged"

Pilot Program

September, 1971 - May, 1972

Melbourne High School
Melbourne, Florida

Resource Persons
N. J. Washington
M . B. Dorsey

Others: _____

_____

_____

_____

Specific Objectives:

The overall objective of the proposed program is to design, implement, and evaluate a training program to improve the effectiveness of vocational educators who work with disadvantaged youth and adults. Specifically, the program will:

Increase vocational educators' understanding of the needs and nature of various disadvantaged populations.

Increase vocational educators' awareness of various school and community resources which can assist a disadvantaged person.

Increase vocational educators' ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons.

Assist vocational educators to evaluate the effectiveness of their efforts in serving the disadvantaged.

PROGRAM
for
September, 1971 - May, 1972

I. The Disadvantaged
   Introduction
   Identification of the Disadvantaged
   Motivation and the Disadvantaged
   Teaching the Disadvantaged

II. General Characteristics of Disadvantaged Learners and Their Implications for Education.
   The Learning Process
   The Poor Scholar's Soliloquy

III. Teaching the Culturally Disadvantaged Child
   Sources of Financial Assistance
      Loans
      Grants
      Work Study
      Projects
      Aid Programs

IV. Vocational Education or General Education for the Disadvantaged

V. Vocational Curricular for the Disadvantaged
   Methods of Improving Instructions

VI. A Supervisor's Point of View
   Evaluation of Instruction

VII. Strengths of the Disadvantaged EPDA Institute Participants
   Questions for Evaluation
   Strengths

VIII. Opportunities for Black Youth upon termination of Secondary Vocational Education in South Eastern United States

IX. Strategies For Success
   Recruitment
   Training
   Placement
   Follow-up

X. Culminating Activities
   Summary and Evaluation
   Recognition of Invited Guests, Consultants and Resource Persons

REFERENCES

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Beck, John. Understanding the Automobile, Follet Educational Corp. Chicago, Ill. 60607

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Leveron, John. Auto Mechanic, Follet Educational Corp. Chicago, Ill. 60607

Maslow, A. H. Motivation and Personality, Harper and Row Publishers, New York 16, N. Y.

Motivation and the Disadvantaged Trainee CE 37068, U. S. Government Print Office, Washington, D. C. 20402

Ohio State University, Vocational Development of Disadvantaged, Ohio State University, Columbus, Ohio 43210

Riessman, Frank. The Culturally Deprived Child. Harper and Row Publishers, New York 16, N. Y.

Teaching the Disadvantaged, U. S. Department of HEW, Office of Education, U. S. Government Print Office, Washington, D. C. 20402

Toward Social Changes, "Handbook for Those Who Will". Harper and Row Publisher, New York 16, N. Y.

Vocational Education for the Disadvantaged. A Seminar Report, Vocational Education Division, Florida State University, Tallahassee, Florida, Spring, 1971.

NOTE: Time and place of workshop sessions for each phase of the program will be announced.

APPENDIX J

WORKSHOP - THE DISADVANTAGED YOUTH

"Vocational Educators and the Disadvantaged"

CRISIS IN EDUCATION

Change Needed Now!

Inservice Day

Monday, February 21, 1972

South Cafeteria

Melbourne High School

Melbourne, Florida

THE DISADVANTAGED YOUTH

Pilot Program

Resource Persons
Dr. T. A. Jackson
Mr. John Diaz
Mr. Nathaniel Washington
Mr. Marvin Dorsey

The overall objective of the program is to design, implement and evaluate a training program to improve the effectiveness of vocational educators who work with disadvantaged youth and adults. Specifically, the program will:

Increase vocational educators' understanding of the needs and nature of various disadvantaged populations.

Increase vocational educators' awareness of various school and community resources which can assist a disadvantaged person.

Increase vocational educators' ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons.

Assist vocational educators' to evaluate the effectiveness of their efforts in serving the disadvantaged.

PROGRAM

Informal Social Period

Introductions

Guest Speaker ..... Mr. John Diaz, DTM
Board Chairman of Optomechanik, Inc.
Third Vice President Toastmaster International

Flimstrip Presentation - "The Process of Change"

This concerns a specific problem in various schools. It is produced by NEA for the purpose of improving the instruction of culturally different learners.

Presentation ..... Nathaniel J. Washington
"Vocational Education or General Education for the Disadvantaged"

"Vocational Curricular for the Disadvantaged"

"A Supervisor's Point of View"

"Strengths of the Disadvantaged EPDA Institutes' Participants"

Guest Speaker ..... Dr. T. A. Jackson
Dean of School of Technology
Director of EPDA Institute
Florida A. and M. University
Tallahassee, Florida

A CULTURALLY DIFFERENT LEARNER

"It's comforting to know you're not
a failure, only an underachiever."

THE REAL SELF